

EDUCATIONAL INDIA



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is both a necessity and an
ideal."

— Rene Maheu.



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EDUCATIONAL INDIA

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The Role of the Public in English, American and Indian Schools

By Shri C. L. Sharma.

EVERY education system has certain unique features which it acquires over a period of time. An appreciation of them presupposes an understanding of the circumstances that might have contributed to their evolution. Usually, similar circumstances tend to lead to the development of like features. However, it is also possible that a similar feature in two systems may have dissimilar circumstances to account for it. The writer verified the validity of these statements by examining the role of the public in the school systems of England, the United States of America, and India, with which he is intimately familiar by virtue of his extended association with them.

There are many differences between the education systems of these countries. They pertain to curriculum contents, methods of teaching, procedures of pupil evaluation, pupil-teacher relations, organization and administration and others. These aspects are readily observable. However, the role of the public in schools is not so easily discernible, yet it is of vital significance, and the differences with respect to it are quite striking. A close observation would reveal that whereas American people have an active participation in the affairs of their schools, similar participation on the part of the English and Indian people in their respective schools is lacking. These differences can be accounted for in terms of the unique conditions that have prevailed in the past, or are obtaining now in these countries.

The Role of the Public in English Schools

Observation of English system of education over a sufficiently long period of time would lead one to realize that English people are not very vocal in the affairs of their schools, and that the education system is more or less run by the professionals without lay participation to any significant degree. This detached interest on the part of the English people in their schools seems to have resulted from certain political and social traditions in the country, traditions in education, and the nature of financial support for the schools.

(1) *Political and social traditions :-* English people did not get an opportunity in the past to take keen interest in education. This is because England has had a long history of monarchical form of government in which education for the masses was not needed. Besides, English society in which rights and privileges could be acquired through birth and breeding did not provide for the equality of opportunity. Consequently, English people did not see in education an instrument for the amelioration of their lot. Further, when measures for mass education were taken, the decisions were made by the ruling classes in

The article is based on personal observations of Mr. Sharma, as a participant in the educational systems of England for two years and then in U. S. A. during the last ten years. Mr. Sharma is connected with the School of Education at Greensboro, in the University of North Carolina.

their self-interest.¹ Hence, the two pleas on which the first tentative steps toward providing public elementary education were based were "Open a school and close a jail" and "We must now educate our masters."

In the meantime, there had developed a private system of education which prepared the few for leadership and kept out the many to be good subjects and staunch, though ignorant supporters of a social order which denied them their just rights, which lent support to the prerogatives bestowed upon by birth and breeding, and which made the masses feel neither loss nor shame in their inability to read and write. This education system was designed to perpetuate a social order in which the few planned, directed, and enjoyed most of the returns, and which kept the masses deprived, downtrodden, and subservient.² Consequently, even today when extended public education has become a reality, English people do not seem to feel the same attachment and enthusiasm for their schools as do the American people for theirs.

(2) *Tradition in education:* The English schools have inherited two traditions which can be traced back to the 14th century when the first "public" school is said to have been established. These are: (a) the authority of the Headmaster, and (b) the independence of the school.

(a) *Authority of the Headmaster:* The headmaster of a "public" school in the past, particularly during the Victorian period, had been a man of very forceful personality. He invariably was a product of Oxford or Cambridge University, which brought him recognition as an individual of

superior talents. He was highly respected for his scholarship and administrative ability. He was so successful in administering the school that he has left an image of himself which is cherished and emulated by the Headmasters in the country today and which provides the public with a yardstick to evaluate a headmaster. He exercised limitless authority over his teachers, pupils, and the destiny of his school. In fact, the supremacy of the 19th century headmaster in his school was based upon his possessing all the powers of the 19th century employer. The extent of his authority can be inferred from the following quotation: "It is a tradition of English life" wrote Sir Cyril Norwood in 1909, "that the headmaster is an autocrat of autocrats, and the very mention of the title conjures up in the minds of most people a figure before which they trembled in their youth, and with which they have never felt quite comfortable even in mature life. The headmaster, in most English schools, certainly holds a position of absolute power, for which no analogy can be found in any other profession whatever, a position, further, of authority and in influence far surpassing all that is exercised by those of the same rank in other countries."³

It is only reasonable to assume that parents did not feel comfortable in the presence of such a headmaster. Moreover, the headmaster did not depend upon the goodwill of parents to keep his job, and he could not be subjected to any influence or pressure. He neither needed nor cared for any help from parents. He neither sought nor encouraged parents' interest in the school. He was not accountable to them. In fact, he did a favor to the

¹ Robert Ulich, *The Education of Nations*, Cambridge (Mass.) Harvard University Press, 1961, pp. 106-107.

² *Ibid.*, pp. 93, 103-105.

³ C. Norwood and A. H. Hope, *The Higher Education of boys in England*, London, John Murray, 1909, p. 213.

parent when he accepted his boy in the school.

The assessment of the authority of the Victorian headmaster is no longer valid today with all its implications, but the position of the headmaster, both in old established "public" and grammar schools and even in the new secondary schools, still continues to be a distinctive feature of English education. While, he can no longer exercise, without ridicule or opposition, the autocratic powers of his Victorian predecessors, he still, in a very real sense, determines the mould of his school, whether it is under the jurisdiction of an independent governing body or a local education authority, and the authority of the headmaster is generally accepted and respected without reservation.

(b) *Independence of the school:* The real unit of English education is the school itself which enjoys the right and responsibility to exercise freedom, initiative, and independence rarely found in any other country. This is because the long abstention of the state from the provision of education at public expense left the field free for private effort, which resulted in the establishment of independent, isolated, and heterogeneous schools rather than an articulated, coordinated, and organized system of education. The "public" schools have established themselves well in the society and have earned public esteem. It is said that the battle of Waterloo was won on the playgrounds of these schools. Likewise, it can also be stated that the architects of the British Empire were trained in these schools. Consequently, English people, in general, are in favour of preserving them along with the traditions they are noted for. And the independence of the school is one such tradition. These schools divided the society into more or less rigid classes—a small minority desti-

ned to rule and a vast majority resigned to serve; and social mobility has been extremely difficult.⁴ The "public" schools stand for the preservation of the old order of the society with its ideals of superordination-subordination and superiority-inferiority. On the other hand, the tax-supported part of the education system, which is of relatively recent origin, has as its purpose the regeneration of the society by supplanting the outmoded set of values with a new one; it is expected to replace the old system of education by demonstrating its inaptness in the changed world of today; and, finally, it is considered to be an effective instrument for levelling the society, for eliminating the barriers which have divided the society into isolated and insulated strata, and for restoring dignity and respect to the common man. However, in practice, the tax-supported schools look upon the old established "public" schools as models and try to imitate them in every respect. Consequently, they guard their independence as zealously as the old "public" schools. Thus modern English schools, in keeping with the traditions of their predecessors of the 19th century, do not look with favour upon the organization of parents into associations lest they might infringe upon their independence. Therefore, parent-teacher associations are not very common in English schools, and where they exist their functions tend to be fairly closely regulated by the headmaster. Parents are welcome as individuals but not in the form of the organization.

(3) *Nature of financial support for the schools:* It seems reasonable to assume that, where there is levied a direct school tax, public is likely to take an active interest in the schools. On the other hand, where schools are supported through indirect taxation,

Education Commission and Sec. Education - some Suggestions

By Shri J. M. Mahajan.

SECONDARY Education is considered to be the weakest link in the chain of Education. It has failed to become the final stage for those who would like to go to the world-market as citizens capable of earning their livelihood. Ordinary higher Secondary School, nay, even Multipurpose schools systems are in the wild rage to deliver the goods but achieving something concrete is yet a dream of the future. Besides, as feeders of the University, too, it is a general complaint that when school boys go to the University, they are immature, shy

and their general academic standard is also below the mark.

The 11 year schooling is the result of the recommendations of the Secondary Education Commission set up under the Chairmanship of Shri Mudaliar. It submitted its report in 1952. Prior to this, High School System prevailed. It generally consisted a period of 10 teaching years (except a few States in South-Kerala which had 11 years of teaching under High School System). One year was added to the school period and one year was subtracted from the University. The then prevalent Intermediate stage was abolished.

(Continued from preceding page)

public interest in schools may not be so keen. This becomes evident from a comparison of English and American education systems. Education in England is heavily financed by the central government. No local education authority receives less than 60 per cent of its school funds from central government, and some poor local education authorities have a much higher percentage of their school expenses met by grants from the central treasury. Further, the local share of school money is raised through general taxation, and there is no tax levied specifically for schools as such. Consequently, the English masses do not feel the impact of direct school taxation. This may account, to some extent, for the absence of keen interest on the part of English people in their schools.

(You will read about the Role of the public in American and Indian Schools in the next number.)

The main purposes behind these recommendations were:-

- i) addition of one year would lead to a betterment of academic standards;
- ii) It would help the students get a little more mature to properly adjust themselves to the University environments;
- iii) It would provide schools more opportunities to impart them training on social side for better citizenship;
- iv) It would arouse in the students a awareness for the career they

Shri J. M. Mahajan, M. A., M. Ed, is from the Directorate of Education, Delhi and he is well acquainted with the problems of Education. In this article he has approached the problem of Secondary Education as the weakest link. We invite the opinions of our Readers on this aspect.

were to choose at +13. (after 8 years of school teaching).

- v) It would provide primary school teachers with better knowledge, understanding and way of living.

A year added to school life could do much. And it did. It is a known fact that students after Higher Secondary are apt to do better in college as well as in independent life than the old matriculates. But still much has yet to be achieved.

What should be the goals that we expect the schools to achieve? They are innumerable but some very important are the following :-

i) To help those who wish to start on an independent career achieve the requisite skills to a tolerable refinement,

ii) To send out mature and responsible citizens in the country;

iii) To produce an academic standard enabling them to adjust to the University standard without much difficulty;

iv) To prepare them meet University life and its challenges with boldness, courage and intelligence ;

v) To enable them think critically to *some* extent. ('some' *italicised* because much cannot be expected to be completed in school life).

School System

For that, School System needs to be over-hauled and thoroughly revised.

Age is a contributory factor to maturity. At present +16 is the school leaving age. In some countries, it is +18. It has been decided to adopt the middle path. If we take it to be +17 it means 12 years of school (of course, our aims will be to make it 18). What is needed is its implementation.

This step will help us achieving many benefits. We have practically brought the Intermediate stage in Higher Secondary Schools or Junior Colleges, whatever we call them.

At +13, we shall have the services of the Guidance Expert in each school assisted by a net work of career masters and allow least wastage of talents. The class teachers working in consultation with the parents under the guidance of Guidance Experts will achieve a great deal in this direction. For two years a course of studies should be followed which is flexible. If choices and decisions are found to be rather wrong in some cases, they should be allowed to adopt new ones but with the least disadvantage.

The last two years should be clearly marked for separate fields. They should be divided into four categories:—

i) Those for whom it is better to go out as self-sufficient and earning members,

ii) Those who would like to go ahead for further specialisation for a year or so ;

iii) Those who like to seek specialisation for four or more years ;

iv) Those who like to go to the University Arts and Science.

In the first category, fall people who would like to go out as compounders, wardboys, nurses in hospitals, accounts clerks, cash clerks, stenotypists in some firms, companies and banks, laboratory assistants in schools and colleges and so on. This also includes farmers and those who would like to start independent business as soap making, toy making, sports goods manufacturers and other allied arts. Bus conductors, drivers, farmers etc., also fall under this heading.

In the second, fall primary school teachers, junior doctors, library clerks, stenographers, junior P. T. I's, Junior Language teachers, overseers, surveyors, salesmen, office assistants and tourist guides.

The third includes Engineers, Doctors, Executive and Managerial staff, Secondary school teachers, lawyers, Research staff for particular departments, Agriculture Experts and so on.

The fourth includes those who have to go for Masters Degree in Arts or Science or proceed further for Ph. D. This category is for college professors, Post-graduate teachers, research staff, planners and topmost Executives etc. This is possible if the whole system of Education in the country is over-hauled. For, it will involve schools working in close contact with Hospitals, Business firms and other allied Departments, for the actual training will have to be provided through these agencies. A close collaboration of efforts is a necessity — Schools cannot exist in vacuum as they do now.

Secondly Law colleges, Training colleges for teachers will be required to change their schedules. After 12 years of school, they should admit students as the Medical and the Technical colleges are doing now.

The schools will have to take up various streams in a serious way. The Medical stream should not only inculcate theoretical knowledge but a bias for practical education will also have to be included. For this, closer cooperation with various other agencies is a must.

Further these streams have to be provided in ample number. Our multipurpose schools fail to provide seven streams. Two-thirds is the gene-

ral rule. The various difficulties in administration can be avoided. In cities we can have comprehensive schools in various zones of the city. In villages, a zone of some villages will serve the same purpose.

This is the academic side.

For this, the school hours will have to be increased.

This is necessary :—

i) To help the teachers establish contacts with the students.

ii) To help the students to devote an hour or more daily for social and cultural activities. After + 15, they should be provided with opportunities to handle all these activities independently. Casual guidance of the teachers, no doubt, a necessity. This will lead them to inculcate qualities for good citizenship.

iii) To provide them time for recreational and physical activities;

iv) To enable the teachers devote some service in the library in their reading corners for self-study;

v) To enable teachers find time for more and better guidance.

vi) To enable the school administrator to find more of time for planning, staff meeting and discussing other problems;

vii) To enable the school meet parents frequently.

For all these services, the teachers have to be enthused and stimulated. The teacher's training colleges have to play a big role. This is why, four years of training colleges after + 17 is advocated. In one year, we cannot expect the Training Colleges to deliver goods. Of course, reasonable and honourable living for teacher is a pre-requisite.

Education for the Gifted

Who is a gifted child ?

CHILDREN possess varied types of gifts. Nearly a most of the children have in them some sort of special gift or talent. The variety of gifted children possessing outstanding abilities can be classified as follows:—

1. Outstanding intellectual ability with keen sense of reasoning, language fluency, mathematical skills and special imagination, etc.

2. Extraordinary ability in scientific subjects, mechanics, technological dexterity and acute logical and rational thinking ability, etc.

3. Talent for creative arts like paintings, sculpture, music, creative writing, dramatics, dancing;

4. Social leadership and human relationships.

5. Talents, for physical activities, games, sports, athletics, climbing, hiking, camping, etc.

It will be noted that children have gifts or talents for one or more of the above abilities. But today our attention has been concentrated on only intellectually gifted children at the cost of neglecting the other gifted children. Thus modern society with its standards of appreciating only the intellectually and scientifically gifted has neglected its cultural and social human relationship. This lag of

(Continued from preceding page)

In the light of these recommendations, if educationists pull their heads together and think of various revolutionary steps to recast this weak link, we can expect the schools under new order to be doing justice to the students, the society and the nation.

By Principal K. C. Vyas.

progress between the material and non-material cultures in modern age could only be bridged by society encouraging and appreciating all outstanding talents in all fields of life.

How shall we provide facilities for the full development of the special genius of the child and at the same time help to develop his all-round personality? The problem, therefore, has to be attacked in two ways. Firstly, to help and encourage the child to develop his special gift or talent. Secondly to provide him with facilities and activities that help him to develop an all-round balanced personality. This will necessitate that the gifted children must not be segregated. For a gifted child in one field may be average in the other. Further, by associating the gifted with other children they develop to appreciate the special talents of the other children also. Such associations help to develop an attitude which prevents the unhealthy acquiring of superiority complex or superior airs or becoming 'gifted snobs'. It is very necessary also to avoid one-sided development of the child's special talent at the cost of other attainments. People with narrow one-track attitude, mind or ability have proved difficult in their human relationships. Moreover, such persons trained in narrow fields lose the wider human perspective and have no scruples in dropping or manufacturing atom bomb.

Society's standard of judging and appreciating the different gifts should

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not be preferential. All outstanding talents and gifts should be welcomed and accepted on par by society. Then only will education pay equal attention to their development. Modern society today pays enormous attention to intellectual and scientific talents. This erroneous attitude towards other gifted children has got to be removed. For all special creative talents in different fields help to enrich society materially and culturally. Merely encouraging only those talents that help to enhance material benefits merely shows that our cultural development has not advanced to a higher level. Democratic society which is not based only on attaining material benefits should help to appreciate other talents and abilities that lead to the fullest growth of an individual citizen. For this reason it is necessary that teachers and citizens in general develop equal respect for all different types of talents.

The next problem is how to detect a gifted child. Modern education has evolved many different types of tests for finding out the varied abilities of a child. But, could these standard mechanical tests detect a gifted child? For any outstanding talent is by its nature neither standardised nor mechanical. It is, therefore, necessary that we do not put all our faith in these tests to find out the gifted. The gifted have curiosity, originality, imagination and creativeness. To find out such ability it requires on the part of the teacher to have some originality and attitude of open-mindedness. For today a child who does not confirm to the rigid fixed time-table, routine of an institution etc. is judged as a maladjusted or problem child. It is, therefore, very necessary to educate teachers who can do justice to the average and at the same time show special appreciation for the out of the ordinary. This leads to the problem of how to

provide mass education to the increasing vast numbers and at the same time help the gifted to develop his or her special genius. The solutions offered to solve this problem have been many and varied—Special schools for the gifted, homogenous classes, upgraded curriculum, acceleration etc. These above-mentioned suggestions may help the gifted to develop his or her special talent but such treatment of the gifted will not help him or her to acquire certain other traits of human relations and social relationship which are very essential for leadership in society. It is, therefore, necessary to evolve school programmes that help both the average and the gifted to develop according to their abilities along with others.

Education for the gifted may be reviewed under the following topics:

The part played by the school :

a) Its curriculum. projects—experiments—co-curricular activities. It should challenge the gifted after attaining the basic requirements.

b) Library activity, both for the average and the gifted.

c) Physical education activities; games, sports, athletics, hikes, swimming, riding, climbing, hobbies, etc.

d) Social and cultural activities : drama, celebrations of festivals, dancing, art, crafts, students council, camps, scouting, A. C. C., N. C. C., participation in the community activities, social education etc.

The school academic programme will have topics for study as laid down in the curriculum. To help the gifted, however, the teacher will organise projects to give learning experience to the children. In the projects, experiments and other co-curricular activities the gifted will be provided with ample opportunity to exercise their talents. Further, these many

activities in the project and experiments will enable the other children also to contribute accordingly to their ability and aptitude. In this manner the academic programme will provide enough scope of work for both the average and the talented. Further, it is more advisable to lead the gifted on broader horizontal-based academic programme rather than on vertical programme. For today both information and literature have increased enormously. This broad-based horizontal equipment that the gifted child acquires will help him in his future higher studies in the University.

The library activity in the school academic programme should play an increasingly important role. Through the library activities the gifted children will be able to maintain interest in their academic studies. Further, the gifted who show enormous curiosity will be able to satisfy them by referring to the library. Thus library activities well planned should help not only to raise the general standard of education but help to provide useful, beneficial and purposeful activity for the gifted. The library should no doubt be well-equipped with different types of reference books.

The physical education activities co-ordinate the various talents of the pupils. Team spirit, certain judgments in the anticipation of movements, emotional training of accepting defeat and victory and at the same time developing among other gifted children respect for the gifted player or the athlete, are some of the very essential education factors that are acquired through physical education activities. Further even the academically gifted should not neglect to develop physical fitness because it helps to maintain mental health. Moreover, for preserving good mental, physical and emotional health it is

very essential that a pupil has other subordinate interests and hobbies.

Through the social and cultural activities the school does not only give opportunity for the talented in cultural fields to develop those talents, but at the same time help others to take interest and participate in cultural activities. School is a place where children with potential abilities try to find out their interests and real aptitudes. It requires that the schools offer all possible varied types of opportunity for the child to participate in and select according to his ability, interest and aptitudes. The school can do the following :

1. The school should help the acceleration of the gifted child in its special ability.
2. The gifted children may be grouped together to develop their special talents.
3. The programme for the gifted may be enriched according to his or her special aptitudes and ability.
4. The child may be given electives to develop his special gifts after certain age.

During the school period the pupils have chance to correct if they have been wrong in opting for certain subjects. Therefore, at school stage in the early years upto IX grade or upto the age of 14 there need be no attempt to dissect the courses and activities for specialization. Further, through social activities and participation in the community activities in the neighbourhood, the child gets a sense of belonging to the community. Through it, he/she develops loyalty and a sense of responsibility towards others. It is no doubt very difficult to achieve all these traits and attitudes and skills without proper response and co-operation of teachers and the parents.

The importance of the teacher in education for the gifted cannot be under-rated. He really should play such a role as to help the child develop his or her gifts to the fullest. The teacher should help to

1. Stimulate the child through organised programme of studies and providing proper environments.

2. The teacher should be able to instil a sense of responsibility and self-direction among the child.

3. He should have fairly good mastery over his subject.

4. He should be fair and firm with his pupils.

5. He should have gift to detect the gifted children.

6. He should have love and respect for his profession.

7. Teacher should welcome the fight of the child to differ or dissent. He should encourage independent thinking, should welcome original ideas or thought. A teacher is not necessarily a conformist.

8. The teacher within limits should allow gifted children freedom to express themselves and make experiments.

9. Teacher should have ability to appreciate originality, creativeness and curiosity in the child.

10. Teacher should stimulate and challenge the intellect of the child into probing for truth.

11. Teacher should have resourcefulness and enthusiasm.

12. A teacher should always be alert to see that his educational programme never fails to arouse interest, intellectual stimulus and quest for solving problems.

To fulfil this task the teacher should have the following facilities:

1. Leisure time enough to equip himself for the subject, for the planning of study programme and corrections guiding the pupil.

2. Should be given some money to build up his own library and materials etc.

3. Every three or five years to attend a refresher's course and go on an educational tour.

4. Freedom to organise his teaching programme and academic activities for his pupils.

5. Lastly, the teacher should get encouragement and appreciation from time to time for his gallant efforts for the children both average and gifted.

What parents can do to help educate the gifted.

1. To encourage the curiosity of the child and to participate in it to find an answer.

2. To recognise the special interest and aptitude of the child and encourage the same.

3. To provide facilities to the child at home by way of:

- a) Helping to build a library on the subject of reference books or making him a member of a library.

- b) Helping him to build a small laboratory or providing materials for model-making etc. or encouraging him to join the school science, art, literature club, etc.

- c) By helping him to meet and contact experts on the subject of the child's interest.

- d) The parents should share their interest and hobbies with the child.

- e) Parents should help the child to develop maturity, self-confidence self-reliance by allowing him to make certain decisions and undertake some responsibilities.

Teacher Education in India

Some Suggestions for Development

By Principal V. S. Mathur.

I AM firmly of the view that no system of education can rise above the level of its teachers. There is nothing vitally wrong with our system of education. There seems to be no serious lacuna in our syllabi, textbooks, etc. although there is always much scope for improvement everywhere. The vital lacuna, as I feel, seems to be that we do not have a sufficient number of happy, satisfied, enthusiastic and properly trained teachers. This is unfortunate that while we have been spending a lot of money on educational luxuries like Evaluation, Guidance, Textbook re-

form and educational research, the main problem cited above, has not been properly handled at least as far as the school stage is concerned. Things are, however, brighter in the Universities and in higher technical institutions. But we must not forget that it is the schools where the vast majority of our people receive education. Only a very small percentage of those joining schools, reach the higher stage because of one reason or the other.

I am, therefore, making bold to suggest that during the next ten years or so, we must concentrate our attention to :

Education for the Gifted

(Continued from preceding page)

f) Parents, teachers and the child together should help the child plan his future educational goal and objective.

g) Lastly, the parents must understand the child's ability. Should avoid psychological errors like expecting too much or unconsciously disturbing his mental health.

h) Like teachers, parents should be educated about the development stage of the child's physical, mental and emotional.

i) Above all the school and the parent should co-operate in all the activities promoted by the school. Educating the child should be a common endeavour of the home and school.

All these efforts of educating the gifted will fail if society does not implement the preamble to our constitution of offering equal opportunities and providing social and economic justice for all. *

1) Improvement of the school teachers' economic and social status so that a better type of recruit may be attracted and those who enter the profession may feel happy and satisfied and thus may be able to put in their best.

2) Improvement of Teacher Education both at the Elementary and Secondary levels.

1. Organisational Aspect

The ideal situation seems to be that all Teacher Training institutions be nationalised and taken over by the Centre. I would suggest that there should be a separate Teacher Training Cadre on All India basis or on the State basis to start with. But I feel that the process must be completed soon as a phased programme.

Mr. Mathur is Principal, State College of Education, Patiala (Punjab).

He is an outstanding educational thinker and contributed several articles to E. I. which are read with interest.

In the first phase, we may take the following two steps:

1) The capacity of the present Government Training Colleges be doubled which may virtually mean the closing down of third rate private institutions.

2) One Post Graduate Training College in every State and one Elementary Training College per district be taken over by the Centre.

By the end of five years, if any private colleges survive, they should be taken over by the Government.

Establishment of comprehensive training colleges having more than one class and a strength of at least 300-400 students be encouraged and subsidised.

As suggested by the VII Conference of the All India Training Colleges Association held at Mysore, a National Council for Teacher Education may be instituted with State units. The main purpose of this council will be to have a co-ordinated Teacher Education Programme and facilities in the country.

The emoluments of persons in teacher training colleges should be higher than of those working in Arts-Science Colleges, for the simple reason that the former possess double qualifications. If nothing else, I would suggest a special pay of 15 percent for all training colleges personnel.

One thing naturally follows that no person should be appointed directly to a training college or a training school. He must work in a school to start with. I would suggest an upward move from the ordinary high schools. A person having about three years teaching experience in a school may be considered for appointment to an elementary training college if he possesses at least a M. A. plus B. T. or

B. Ed. degree should be preferred. Only after working for three years in a Junior training college, a person should be eligible for appointment in a Secondary training college. A 2nd Class M. A. with a 2nd class M. Ed. should be the minimum qualification for appointment to Post-Graduate Colleges. Of course, we will have to adopt some other criteria for craft teachers.

2. Strengthening the present B. T./B. Ed.

It is acknowledged on all hands that the present duration of the B. T., B. Ed., training course for teachers is not sufficient for giving proper orientation to the recruit towards proper professional philosophy and technique. It is, however, also felt that it may not be possible under the present circumstances to increase the duration of the course in two years. The remedy therefore, lies mainly in making the best use of the time available and to increase the actual working days and the daily working hours. This can, however, be done best in an institution of a purely residential nature which situation, however, cannot be enforced till the training colleges have complete residential facilities both for the staff and students within the college premises.

The State College of Education, Patiala has been sincerely striving to make this orientation as extensive as possible within the limited time and resources available. I think the Punjab is the first State which has increased the number of working days in training colleges by cutting down the holidays and reducing the period of summer vacations. Roughly training colleges in the State now work for about 237 days as against less than 200 days in other States. Even the recently started Regional Colleges work for 222 days a year. I am proposing a further

increase in this period by reducing our Summer Vacations to six weeks instead of eight weeks, as we have at present. An ideal situation will be to have the training colleges as non-vacation institutions.

The actual working hours per day in this college, work out to more than eight. This is increased to 9 or even 10 on certain days when we have seminars, extension lectures and other academic activities in the colleges or in the hostels. We are, however, proposing to increase the normal daily working hours by at least 30-45 minutes by starting the college earlier.

I therefore propose the following:-

a) The session in a training college should start from 1st of July to the end of May, with only the month break and very few holidays say ten in all.

b) A training college should work for at least eight hours a day from 8-00 a. m. to 5-30 p. m. with a eighty minutes break for lunch. Arrangements for subsidised lunch must exist in the college itself for all staff and students. Transport arrangements for students should be streamlined wherever necessary.

c) As long as hostel facilities for all are not available, compulsory one-month hostel residence be made compulsory for all day scholars. Efforts should be made to provide full residential facilities for all staff and students within the next Plan period.

A Teachers' Training must be *broad based*.

He must be given opportunities for discussion and self-expression. I feel very sorry when I ask a trained teacher about guidance and he pleads ignorance because of the fact that he did not have guidance as a subject at the B. Ed. or at the M. Ed. level.

I insist that both the M. Ed. and B. Ed. students should have some elementary knowledge about as many aspects of Education as possible. We have to initiate suitable progress in this regard.

During my eight years stay at Chandigarh, I started the system of co-syllabus series of lectures and Seminars. I also introduced a ten day course in evaluation and a ten day course in audio visual education for all the B. Ed. students.

For the M. Ed. Examination, every student has to take three compulsory papers and two elective papers besides writing a dissertation. Except for the elective papers on Administration and Guidance, the number of students per paper is very small say about one or two each. There are certain papers like Comparative Education and Indian Education where we may not have any students at all. Now I cannot think of M. Ed. students going out of the training college without knowing something about the problems of Indian Education whatever his option might be. Following this line of thought, therefore, I have made it compulsory for every M. Ed. student to attend lectures on all the papers till the month of December.

The Seminar period should be a must in the daily timetable. Weekly lists of topics for discussion be put up on the notice board. Different students may initiate the topics every day and others may participate in the discussions that follow.

The B. Ed. students are divided into as many groups as there are members of the staff including the Principal but excluding the Craft Teachers and D. P. E.'s. Every lecturer gives an important topic for seminar period. The time table is so arranged that every group of ten students meets

every lecturer by turn when this topic is discussed. The list of topics is put up in advance and every student has to write some thing about the topic in about seven fifty words. The sum total of this system is that in one round every student does about thirty topics and meets every member of the staff by turn which he would have not done otherwise. Usually this Seminar system is introduced in October and repeated in January with the result that the students get acquainted with nearly every possible topic in education irrespective of his options for the Examination. I wish other training colleges could adopt similar measures.

Internship Teaching

Teaching practice is the weakest link in the teacher training programme in our country. Different training colleges follow different practices. Some have their teaching practice spread over the whole year at the rate of two half days in a week. Others have block practice for about four weeks after the theory examination. In both the cases, however, students go to the school only for a short period and teach about two lessons a day. A very small percentage of the lessons is actually supervised. The lessons are given in an atmosphere of artificiality. Every one has been clamouring for a change in the system. The four Regional colleges have adopted a system of Internship Education. At the Ajmer Regional college, for instance, students from Rajasthan, Punjab, Kashmir and Delhi get admitted. It is good idea to send the students from Punjab to some Punjab schools so that they could teach through the Panjabi medium in Panjabi conditions. This is good because eventually they will have to teach in Panjabi schools.

I recommend that this system be made an integral part of the B. T./B. Ed. course.

Students be deputed full time for at least one-month. Special grants for T. A. and D. A. for students and staff will have to be made.

Prior to the Internship period, a two-day seminar of the heads of the participating institutions be held to discuss details of academic work and other arrangements. To start with we may have only local schools and those lying within a radius of twenty miles to facilitate movement of the staff members. In some places students might camp together in the school premises and have a common mess.

During the Internship period every student may have to complete a few other assignments also like:—

- a) An analysis of the syllabus in his/her respective subjects.
- b) Detailed study of the school plant.
- c) Case study of a school student.

3. Degree - Cum - Training Colleges

The only effective measure to counteract the the wrongs in Teacher Education seems to lie in catching the recruit young and in giving him a long period of training college life.

A modern innovation that has found favour in many countries is the provision of integrated courses in education. In India such an experiment has been started at Kurukshetra as well as at the Regional Training Colleges. There is, however, one big difference in the two systems. At Kurukshetra the College of Education offers a four years integrated course leading to B. A. or B. Sc. degree in Education after Matriculation meaning thereby a clear reduction in the duration by one year. The Regional Training Colleges offer four years courses after Higher Secondary. According to this scheme the candidates will get a B. Sc. after three years and a B. Ed. after

the fourth year. However, the courses have been so arranged that education figures as a subject from the very beginning and the B. Sc. degree given by the Regional Training Colleges will be quite distinct from the ordinary B. Sc.

I feel that in both the above cases it is doubtful if the qualifications will be accepted as equal to the ordinary degrees in Arts and Science and Technology for the purpose of higher studies in these areas. There is a danger (and this danger is more acute at Kurukshetra) of the future careers of these students getting virtually blocked. There is also no scope for these students to shift to other professions at a later stage.

However, I would any day prefer the scheme that is being followed at the Regional College because in this case a candidate will get two degrees and there is no danger of any deficiency on account of the cutting down the duration by one year. The Kurukshetra course offers virtually a 'short cut' to Teacher Training. I am very sure in my mind that the Kurukshetra graduate is likely to be deficient both on the content side as well as on the method side. Another danger which stares the two schemes is the quality of the possible recruits. I would very much like to see how many candidates offer themselves for studies at Kurukshetra and in the Regional Colleges in case the present incentives in the shape of scholarships and assured jobs are taken away.

The only acceptable solution to my mind, lies in combining the above two systems and creating a new type of a degree cum training college where a student may join after Matriculation or Higher Secondary like in any other degree college for the usual pre-university or the Three-Year-Degree course. The only difference will be that he

will select his subjects with an eye to School Education.

After getting his ordinary B. A./B. Sc., degree the candidates will go on to the one year B. Ed./B. T. course in the same college. The same professors who were teaching him content courses in his B. A. will teach Methods of Teaching in B. Ed./B. T. The atmosphere in the college will be purely educational and all members of the staff will have high qualifications in education as well as in some other subjects. The students will while following his B.A., or B. Sc. course, be exposed to a Teachers' Training Orientation. Such a candidate will have normal qualifications and he will have no difficulty for going into either Higher course or to some other line if that be his wish. It goes without saying that all incentives available at Kurukshetra should also be available in this college. Every student will, however, have to give an undertaking to serve in an educational institution for at least three years after completing the Course.

An improvement that could be suggested is that one of the subjects that a student may offer be 'Education'. In many Universities of the country 'Education' is being taught as a separate discipline in the ordinary degree colleges.

Another suggestion may be that 'Education' be available as an optional subject. But the point to be emphasised is that the degree of B. A. or B. Sc. should be the same as taken by students of ordinary degree colleges. The degree of B.T./B.Ed. should also be the same as available for others. In fact it is envisaged that the B.T./B.Ed. class will have both the categories of students, those who have followed the B.A. in this very college as well as those who wish

Inspection and Administration

Attitudes of Primary School Teachers

By Principal C. S. Bennur.

INSPECTION is an important function of educational administration. Educational efficiency of either teachers' schools or district offices depends upon the effective functioning of the inspectorate. It is rightly said that the inspectorate is the 'eyes and ears' of the Education Department. If the eyes and ears function properly, the whole body will work effectively, otherwise it is sure to suffer and come to a

Teacher Education in India

(Continued from preceding page)

to do their training after graduation elsewhere.

I have a feeling that if a student is exposed to Teacher Education for three years, he may develop an interest in the profession and he may be better prepared mentally and intellectually to do his work as a Teacher. I also envisage that a better class of recruit may be attracted to this course as compared to the ones we have at Kurukshetra or in the Regional Training Colleges, where experience shows that only Boys and Girls from the poorest classes offer themselves for admission.

The adoption will naturally mean some special grants for training colleges for additional staff and other facilities. To start with, the experiment may be initiated in one training college per State on an experimental basis. Eventually, I envisage that all training colleges will have such facilities for a limited number of candidates.

I do not, however, wish to completely ban others to join the B. T./B. Ed. The two systems should go on hand in hand.

stand still. Hence for the effective working of the educational system it is necessary that the inspectorate should be highly efficient.

Functions of the Inspector:—In modern educational system inspectorate has to play a dynamic role. The old idea of inspection as consisting mainly of keeping 'watch and ward' over schools and teachers is fast dying. It has now been realised that the inspector is not a mere police-officer as in the past but a friend, philosopher and guide. His responsibilities have increased hundred fold than what they were before a few years back. On that account there is a strong opinion which proposes to change the designation of the officer from 'Inspector' to 'Supervisor'. Rightly so. In modern democratic set up, the inspector has to take more supervisory duties than mere picking holes in school-administration or class-room instruction. To come to more recent times we find that even the supervisory duties are falling short of the needs of teachers and administrators. It is not enough if the supervisor merely 'super-views' school administration and class room instruction but he will have to assume the role of a professional leader. He should be in a position to give lead in all fields of education right from class-room teaching to the framing of educational policy. To be an effective leader the supervisor will have to possess qualities of both head and heart.

(Continued on page 292)

Mr. Bennur. B. A., M. Ed., is Principal, University College of Education, Dharwar (Mysore).



Modernising the School Syllabi

EVERY branch of knowledge is growing to-day at a rapid pace. It is this that makes it necessary for us to be constantly revising the courses of studies and the syllabi prescribed for pupils in the schools. It also applies equally well to courses at the University level.

IT is not easy to cover even the outlines of a subject if pupils are made to acquaint themselves with each and every item relating to it. Some of the items have to be discarded and some others have to be included if they are to obtain a right perspective of what they are required to learn. In subjects like science they have also to be guided by practical considerations - considerations of utility from the point of view of the applications of Scientific knowledge to agriculture, industry and so on. This is all the more necessary in respect of the school syllabi. They should not be too academic.

IT was this point that was emphasized by Dr. A. C. Joshi, the Vice-Chancellor of the Panjab University, while inaugurating the other day the ninth annual Conference of the All-India Science Teachers' Association. He pleaded that the present level of the country's development and the latest advances in

Science should be taken into consideration and the science syllabi should be reshaped accordingly even at the earliest stage of school education.

INDIA is steeped in poverty. There is food scarcity. Agriculture is bound to occupy a preponderant position in the country's economy for a long time to come. It is therefore necessary that new methods of production and new sources of energy should be evolved to assure to the vast population an adequate supply of the minimum basic needs. The large majority of pupils studying in secondary schools do not proceed to the Universities for higher studies. They will have to work in the country side. The kind of Science that is taught to them should confirm itself to and have a bearing on rural conditions, the conservation of natural resources, the increase of food production and so on. Every student should be equipped with basic ideas regarding the things around him by the time he leaves school.

THIS aspect was also emphasized by Dr. D. S. Kothari, the Chairman of the University Grants Commission while delivering the Presidential address at the Hyderabad Collegiate Educational Conference. He stressed

the importance of carrying to the people in villages the latest advances in Science in so far as they have a bearing on their day-to-day lives. This necessitates a revision of the school syllabi in science.

WHAT is true of science applies equally well to all other subjects of study. Much that is useless has to be discarded and all that is useful from the point of view of modern conditions of living has to be included in the syllabi. This applies specially to social studies. The purpose of the syllabus of the social studies should be to train the pupils to become worthy members of a free and democratic society in which the rights of every individual whatever be the religion or the caste or the community to which he belongs are respected. The syllabi in languages and literature should be similarly re-oriented.

Examination Techniques

IT was Dr. Radhakrishnan University Commission that observed in 1948 that "an unsound examination system continues to dominate instruction to the detriment of a quickly expanding system of education." The commission suggested in the light of the experience of the United States and of other educationally progressive countries of the world a number of reforms in the examination system which would make examinations more valid as tests for measuring

what they seek to measure. Subsequently a number of committees were appointed to go in greater detail into the subject. Study groups also visited the United States from time to time and made various recommendations as to the lines on which reform should be carried out.

IT is unfortunate that so far no appreciable action has been taken to implement the recommendations made by the various expert bodies. It is only to a limited extent that the new techniques were introduced and that also only in respect of a few examinations in some of the states. Over a larger area and in respect of University examinations in particular the old, antiquated and discredited method of testing the attainment of students continues in full force. It is this that is responsible for the large percentage of failures in the various public examinations.

THE urgent need for introducing the new techniques was recently emphasized by study report of the University Grants Commission which deserves careful perusal by all interested in education. The study has been prepared on the basis of papers submitted to the U. G. C. from time to time and on the basis of the latest statistics. After analysing the examination papers set in different universities and the marking system adopted by examiners the study has come to the conclusion that "the criteria of "performance" is

very ill-defined. "More than 60 per cent fail annually" and this is due to the vagaries of the examination system.

THE study points out that examination errors are "not less than seven marks per script" and many candidates on the border—fail on account of factors like these. Examiners differ considerably in their judgments. The study observes that in an English paper in 1963 an examiner gave pass marks to 60 per cent of scripts sent to him while another passed 11 per cent. In the same state and in the same paper another examiner passed 60 per cent while yet another only 2 per cent. "This happened inspite of the fact that the scripts had been so arranged that in each case the examiners had scripts of the same quality." The double marking system resorted to in several universities under which the same script is valued by two examiners showed the same discrepancy not only in History, Economics and Politics but also in Mathematics which is rather strange.

THE study has also drawn attention to the fact that faulty methods in paper setting have also hindered the proper evaluation of a candidate's ability and attainments. More than 50 percent of the questions set are designed to test a candidate's capacity to recall information rather than, his capacity to understand and apply his knowledge.

IT is now clear that our examination techniques should undergo a drastic and radical change. One of the recommendations made by the U. G. C. Study Report is that the marking of a candidate should be on the basis of his average score in a large number of papers. "The requirement of passing separately in a large number of papers should be abandoned, since it introduces a high probability of failure on account of examiners' errors." Another recommendation made by it is the inclusion of more questions requiring short answers and multiple choice questions." This will increase the total number of questions and provide better coverage of the Syllabus." There are several other suggestions made in the study.

THE Union Ministry of Education has a separate branch which specialises in the study of examination techniques. It is high time that these techniques are made widely known and implemented in without further delay. Examinations should cease to be a gamble which they are at the present day.

English Versus Regional Languages

IT is a welcome sign of the times that educational authorities are now agreed to a considerable extent that the medium of instruction at the College and University level should be the regional language

and not either English or Hindi. This is welcome because the placing of the whole issue in suspense has been responsible for a great deal of harm. Now the suspense is removed and people know exactly in what direction they will have to move in future. This will enable them to take the steps which are necessary to make the transition from English to regional language as smooth as possible.

CONSIDERABLE credit for taking a decision on the matter is due to Sri Chagla, the Union Minister of Education. In the discussion on the subject at the last session of the Parliament he made it quite clear that under no circumstances would Hindi be thrust down the throats of the Non-Hindi speaking people of the country. Though this categorical statement was unwelcome to Hindi fanatics, it helped to clear the whole atmosphere. It was a statement which had the authority of the cabinet behind it and this is a guarantee that there would be no change in the policy now formulated.

HE also made it equally clear that English could not continue to be the medium of instruction for all time to come and that though we should not be too very hasty in replacing it by regional languages, it should be replaced by them sooner or later. There should be a period of transition when the necessary measures are to be

undertaken for making the change-over as smooth as possible.

SPEAKING at the Collegiate Educational Conference recently held in Hyderabad Dr. C. D. Deshmukh, the Vice-chancellor of the Delhi University expressed similar views on the subject. He was equally emphatic in stating that English should be replaced and that it should be replaced not by Hindi but by the regional languages. Hindi is as much foreign to non-Hindi speaking people of the country as English is and it is not in any way more advanced than the other regional languages to serve as a medium of instruction at the University level. At best with the advance of time it may serve as a link language for purposes of inter communication among the intelligentsia and the business community. It must be satisfied with such a position.

ONE point made out by Dr. Deshmukh was the need for the intelligentsia in the country to achieve a high degree of proficiency in English. Even after regional languages become the media of instruction it is necessary for the teachers in Universities to be in intimate touch with the latest developments in the international world in all branches of knowledge. This is possible only when they are proficient in some important world language — English, Russian, German etc. Of all these languages however it is

much easier for us in India to obtain proficiency in English because of our association with it for two centuries. It would be a great mistake for us to give up this association.

EVERY effort should therefore be made to enable students proceeding to the Universities to obtain a high standard of proficiency in English. This is all the more necessary in the case of those who ultimately wish to take to the teaching profession. The adoption of the regional languages as media of instruction should not lead to the academic balkanisation of the country. There should be a common language of communication between teachers in all the universities. Then alone would free migration of teachers from one university to another be possible. Ways and means have to be devised for making teachers in universities maintain the highest standards of proficiency in English.

NOW that the policy of government is clear, it is to be hoped that steps will be immediately taken to prepare text books and books of reference in regional languages. Teachers should also begin from this time on to deliver lectures in the regional languages so that when the transition is finally made they would not feel any difficulty in switching over to the new medium.

Readers' Forum

Student Indiscipline

Sir,

Let me add a few more reasons for the student indiscipline, referred to in your Editorial (Jan. 65). The causes you have pointed out and remedies suggested to root out indiscipline are quite justifying. Here are two or three more reasons for the indiscipline and its growth day to day. A pupil, when he begins to learn at the secondary stage (i.e. from 6th Class), must have the satisfaction that he is learning properly. The huge syllabus is one of the main reasons for the students to show reluctance towards learning anything. So the teachers have to try to make the pupils interested in their concerned subjects. Thus if the aptitude is created among them to know and learn, the question of making mischief in the class-room automatically will decrease.

Secondly, all types of children namely intelligent and dull, dull but mischievous, mischievous but intelligent congregate at the institutions, for whom a common pattern of schooling is provided and taught. Some pupils are not interested in some subjects and some in all subjects. Thus in a classroom when a particular subject is being taught, there will naturally be various types or groups of students. A particular group may not be interested and as such inattentive, and hence the root cause of indiscipline. If this inattentiveness and disinterest are properly checked and nipped in the bud, the question of indiscipline will not arise. The way to check this type of indiscipline is this. The teacher concerned should ascertain in the beginning the abilities of all the pupils in his class in his subject. Then he has to divide them into groups according to their abilities and provide extra coaching before or after school hours. Thus he will make the disinterested students develop the attitude to learn the subject. This procedure, may, to

come extent help in eradication of the existing evil.

Thirdly, abnormal strength is packed in one section. The above system of grouping and giving special coaching is effective and fruitful only if the class-room strength is normal and justifiable. As matters stand today, it is noticed that in a single section, pupils numbering up to 55 are admitted. This is the first and foremost reason for indiscipline in the class-room. As such, if the strength is normal, especially at the school level, the cause for indiscipline may not arise and with the help of above methods may be rooted out entirely. So if the Government amends the rule regarding strength in a class-room (let not the Government link financial aspect with sound education), this evil problem will easily be solved and gets a positive result.

Mukhalingam, } A. S. R. V. Ramana-
18—1—'65. } murty, *Headmaster.*

Whither Education ?

Sri Harihara Mahapatro has given painful expression to his feelings about "Whither Education" in your esteemed columns. As an experienced Headmaster, he finds to his dismay and despair the growing trends and drifts in education which makes itself meaningless and purposeless. He has dealt with four aspects leading to the deterioration in the educational standard and attainment.

1. Lack of provision for moral instruction in Schools and Colleges.

2. The setting up of democratic institutions in our Schools and Colleges leading to unhealthy competition, rivalry and groupism.

3. Interference of politicians in educational matters and the wrong leadership given to the students by them.

4. Parents' indifference to the activities of their children within and without the schools and colleges.

While writing this article, the author seems to have at the back of his mind the lawlessness and the incendiarism that prevailed in Orissa and overpowered the State Assembly. This disease of Student

indiscipline is not confined to the Orissa State only but it has taken an epidemic form and has become a national defect.

The four aspects referred to by the author are the contributory factors to the student indiscipline which is the bane of education and a blot on the rising young generation. "What is discipline? To put it in a nutshell, it is decent and decorous conduct which contributes to harmony, success and Joy," observed Kulapathy Sri S. Balakrishna Joshi.

"Mere moral instruction is not enough but the personal example of the teacher, his qualities of love; helpfulness and charity"—these contribute to the moral growth of the children.

Setting up of democratic institutions in schools and colleges is good but to give them a political colour is very bad and must be avoided. We give the students an opportunity to feel the responsibility in the work entrusted to them. Where the school is looked upon as one family and regarded as "a joint concern and is permeated by the spirit of partnership", there is no room for unhealthy atmosphere and unwholesome influence corroding the young minds.

It is correct that the politicians are "at the root of the student indiscipline, unrest and agitation." Here too the personality of the teacher that counts and will keep off political invasion in the domain of education.

The last aspect, the parent's indifference, if there is any, must be converted into fruitful co-operation. Any ideal institution that stands for discipline, decency and decorum, does have a TEACHER — PARENT ASSOCIATION" functioning effectively well.

Sri Joshi has put it remarkably that these activities "transform and transfigure our schools into spiritual semineries, beautiful fragments of heaven on earth instinct with the peace and power of the Gurukula of old." May the schools and colleges in other parts of the country emulate this example!

Madras

R. S. V. RAO

National Emergency

Sir,

Teachers played not an insignificant role in India's freedom struggle and this glorious chapter affords an inspiring history and ought to set the pace for revolutionary concepts now that Bharat is in the throes of national emergency.

The teacher has been assigned pivotal position of creating community leadership in rural areas. Both in the village volunteer force and in the Labour Bank, the teacher has been called upon to discharge onerous duties.

The School Defence Corps ought to be an essential feature in every school. The following pledge speaks for itself: "I pledge to prepare myself to the defence of my country by developing my knowledge through study and hard work, by building up the strength of my body and the skill of my hands. With devotion and loyalty I will serve my country and my people at all times."

In view of the fact that emergency is likely to last for an indefinite period, and also of the possibility of the extension of compulsory military training to high school pupils too, the schools should form as preparation bases and feeders for defence needs.

The entire pattern or the present functioning of schools should be reoriented to the defence background and staff and students through their representatives could formulate Corps programmes suited to respective schools. The following suggested programme may be considered for schools during national emergency to accelerate defence efforts.

1. Every high school in the first instance should start a defence information centre.

2. Community singing of National Anthem and 'Vande Mataram' at the daily school assemblies, followed by a brief talk on defence theme by staff and students would instil patriotic fervour among the participants.

3. The insistence on uniforms for school children.

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and paid Arrears if any?

4. Mass physical training could be accorded the highest priority in the co-curricular programmes of schools and also the establishment of gymnasia.

5. School text books should contain essentially lessons on topics like defence, national integration and the three language formula etc.

6. Gardening activities in schools should be intensified and the sense of preservation of trees and achieving self-sufficiency in food should be brought home to the pupils.

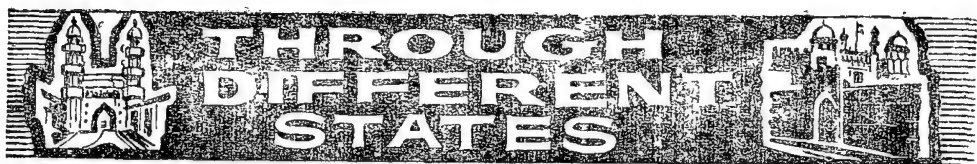
7. To train the pupils in cooperative management, every school could open a cooperative store and also a savings counter to inculcate the habit of small savings among the school children.

8. At no time the campaign of social education has assumed such significance as during the present emergency which necessitates the running of education centres for adults in all schools.

9. For the success of the home guard movement, regarded as the second line of defence, it is enjoined upon teachers to lead other sections of the community by volunteering to enrol.

10. It is commended that every school should open a welfare wing for the children of jawans.

Zamisthanpur, } P. V. Ramakrishna Rao,
Hyderabad. } Headmaster, G. H. S.



DELHI FINDINGS ON STUDENT STRIKES

The Government believes that student indiscipline has increased and has "posed quite a serious threat to public peace."

According to an official study, student strikes have doubled in the last seven years. Last year, up to November, there were 261 as against 133 strikes in 1958.

Broadly, four causes are said to be responsible: Lack of a proper academic atmosphere; absence of respect for authority—parental, educational and governmental; ideological frustration; political interference.

The analysis says that generally strikes organised by students are originated by them. But as soon as they clash with the authorities they spontaneously draw public sympathy.

POLITICAL INTERFERENCE

"Such agitations are invariably exploited by opposition parties and bad characters", says the Government analysis.

Apart from political parties, "political interference in the administration of educational institutions and resultant caste or group politics also adversely influence the morale and temper of the students".

In the rural areas, according to the analysis, every village school-master is usually an instrument of a political party and "he freely utilises his students for achieving political ends." The analysis adds: "With varying degree, increasing political interference can be traced in the management of high schools, colleges and universities."

Analysing the instances of strikes State-wise, the trouble spots are Andhra Pradesh, Assam, Behar, Kerala, Orissa, Uttar Pradesh and West Bengal.

The biggest share of strikes is claimed by U. P. and West Bengal. Bihar is a close third.

INTEGRATED PHYSICAL EDUCATION

The Fourth Conference of the All-India Association of Colleges of Physical Education, which ended on Jan. 5, its deliberations at Bangalore has welcomed the integrated scheme of physical education evolved by the Union Education Ministry, on the recommendations of the Kunzru Committee in all its aspects.

The conference requested all physical education institutions to co-operate in running short-term orientation courses for training teachers to help them fit into the new scheme. It was suggested that the courses could be held for about six weeks during Summer months. The conference suggested to the Government that stipends should be given to all the new entrants, irrespective of the institutions, Government or private in which they were studying.

RUSSIAN STUDIES INSTITUTE

The proposed Indian Institute of Russian Studies will open at Delhi in July. The Institute will be affiliated to the proposed Jawaharlal University.

The first batch of 80 students will undergo a one-year course in Russian studies.

A three-year Honours degree course, will start in July, 1966. The subjects would be Russian language and literature and Russian history and economics. By 1967 the Institute plans to introduce a one-year course for teachers of Russian language. Eventually post-graduate and research courses will also be introduced at the Institute.

The Union Government would set up a department for translating Russian to Indian languages at the Institute.

ANDHRA PRADESH

NEURO-PHYSIOLOGY RESEARCH

The Brain Research Institute of the University of California has proposed an International Joint programme of research in neurophysiology with the Zoology Department of the Sri Venkateswara University. The Union Education Ministry has given permission for this joint programme. Dr. K. Pampapathi Rao, Principal, Venkateswara college and Head of the Department of Zoology and Prof. T. H. Bullock of the California Brain Institute will be Joint Directors.

One or two experts from the California Institute will be visiting the Sri Venkateswara University next year and the Institute will also send advance equipment costing over Rs. One lakh. Exchange of professors is also contemplated. Dr. Pampapathi Rao will work for six months in the California Institute and Prof. Bullock for a similar period at Tirupati.

SCHOOL HEALTH SCHEME

The School Health Programme at the elementary school level, which was started five years ago in Kurnool and Anantapur Districts, will be extended to Cuddapah and Chittoor Districts in course of time.

Under this programme, there is one Health Officer assisted by a Compounder, a Health Inspector, and a Health Visitor besides other staff and jeep. The Health Officer visits every elementary school and checks up the health of the children. The children are given immunisation injections like B. C. G. and another multi-purpose injection to protect them from diphtheria, tetanus and whooping cough. Vaccination against smallpox too is done if the child has not been already covered by the regular staff. In cases where the children suffer from gross vitamin deficiencies, A and D vitamin capsules are given free. Minor ailments are attended to immediately and major defects like refraction error in eye-sight, complaints requiring surgical attention like tonsillitis and hare-lip requiring plastic surgery are referred to the nearby Government hospitals.

Within a year the Health Officer goes round all the elementary schools in the district and also middle schools not covered by the medical check-up scheme for high schools.

MADRAS

CIRCULARS IN HINDI WITHOUT ENGLISH

The Madras Government would ignore and send back communications received by it from the Centre and other States in Hindi if unaccompanied by English versions. It would be perfectly constitutional for it to do so, said Mr. R. Venkataraman in the Legislative Council on Jan. 23.

Mr. Venkataraman, declared categorically that the position on and after January 26, 1965, in respect of the Union Official Language was "going to be exactly and identically the same as was obtaining on January 26, 1964."

Administrative circulars issued by the Union Government from time to time on Hindi could not override the Constitution which as amended provided for the continued use of English indefinitely after January 26, 1965.

MADHYA PRADESH

CENTRE'S POWERS IN EDUCATION

The All-India Educational Conference, which concluded its 39th session held under the chairmanship of Prof. D. C. Sharma, M. P., demanded that the Government of India should declare education as a concurrent subject.

The conference also demanded that 10 per cent of the Central budget and 20 per cent of the State budgets should be exclusively spent on education during the Fourth Plan.

WEST BENGAL

"ILL-ADVISED STEP"

Fourteen educationists, jurists and literateurs of West Bengal described the decision of the Union Govern-

ment to introduce Hindi as the official language from January 26 next as "unwise."

"It will hurt the feelings and sentiments of the non-Hindi speaking peoples of India resulting in total disintegration of the Indian Union," they added.

The signatories to the statement included Dr. R. C. Majumdar, the eminent historian, Principal Khagendra Nath Sen, Mr. Randev Chowdhury, Mr. Vivekananda Mukerjee, Editor of the *Easumati* and Mr. Dhiren Bhowmik of the West Bengal Civil Liberties Committee.

KALINGA PRIZE

The Kalinga Prize for scientific research was awarded to Mr. Jagjit Singh of the Railway Ministry during the inaugural session of the Indian Science Congress, at Calcutta.

Prof. Humayun Kabir, President of the Science Congress, presented the award for 1963 to Mr. Jagjit Singh, who is the first Indian scientist, to receive the prize since the establishment of the award in 1961.

UTTAR PRADESH

Mrs. Sucheta Kripalani, Chief Minister of Uttar Pradesh, said that ten centres had been started for teaching Tamil in U. P. Arrangements were being made in all schools to teach Tamil even by offering higher emoluments to Tamil teachers.

BOMBAY

MARATHI AS OFFICIAL LANGUAGE

The winter session of the Maharashtra Legislature which concluded at Nagpur recently passed as many as 26 bills, the most important being that for the gradual introduction of Marathi as the official language of the State from the Republic Day.

Mr. Shantilal Shah, Law Minister, who piloted the Language Bill, said that to begin with Marathi would be used at the district level for administrative purposes, if necessary by using some English

words. He pointed out that it was essential that the regional language—Marathi—should grow and also get enriched by borrowing words from other languages. He emphasised that the enriched language should be simple so that it could be understood by everyone and become popular. At the same time, he cautioned the House that the task of replacing English was a stupendous one and it could not be done overnight.

PUNJAB

ENGLISH IN THE PUNJAB

The Punjab Governor has issued an ordinance to continue the use of English for transaction of business of the State Legislature, in addition to the official languages of the State of Punjab, or Hindi, from January 26.

GUJARAT

MEMORANDUM TO PRESIDENT ABOUT STUDY OF ENGLISH

The good offices of the Central Government have been sought by the guardians of an Ahmedabad school and the Gujarat State Federation of Secondary Teachers' Association to have the State Government's ban on the teaching of English from the fifth standard removed.

Two separate memoranda, one on behalf of 3,600 guardians of the Diwan Bullubhai Madhyamik Shala and the other by the Teachers' Federation, were presented to the President, Dr. S. Radhakrishnan, tracing the history of the State Government's ban and explaining the need for revoking it.

KERALA

LANGUAGE BILL IN KERALA

The Consultative Committee of members of Parliament on Kerala legislation, recommended that the Kerala State Legislature (continuance of the use of English language) Bill 1965 be enacted as a President's Act. The Bill provides for continuing the use of English for transaction of business in the State Legislature beyond January 26, 1965.



Public Opinion

LORD ROBBINS

Suggests

Greater Initiative for Varsities

Lord Robbins, Chairman of the British Committee on Higher Education, said at Delhi on 26 Dec., that it would be a good thing if in a free and democratic country the Government conceded to the universities "as much de-centralised initiative as is compatible with the fulfilment of social needs." He added that universities could not be entirely autonomous because they did not have all the money they needed.

Referring to the problem of specialisation, Lord Robbins quoted Lord Snow, another British educationist, as saying: "The institutions of higher education are tending to turn out two types—the arts-man who knows nothing about science, and the science-man who knows nothing about arts. This is not a good thing. It is productive of misunderstanding in society in general."

There was a substantial degree of truth in this in the United Kingdom, due to over-specialisation at the school stage. "It is a bad thing to ask boys and girls at 14 to choose what way they want to go." In so far as over-specialisation takes place in schools, to that extent the universities are confronted with problems which are difficult for them to solve", he said.

Lord Robbins attached great importance to the creation and fostering of post-graduate schools "which are proper repositories of intensive specialisation." These post-graduate schools, were important in themselves as sources of discovery and research. They were also important for the reason that the teachers would not, where they existed, feel any responsibility to overload undergraduates. "The right stage for specialisation is at the (post) graduate schools." he said.

C. D. DESHMUKH

Opposes

Hindi as Medium

Addressing the concluding session of the collegiate Educational Conference at Hyderabad on 21st Dec. 64, Mr. Deshmukh said that Hindi as Medium of Instruction would be as bad, if not worse than English being the medium. He said, that sometime or other regional language should be made the media of instruction in universities. If they loved the regional language the emphasis on English would be the strongest and not the weakest. English was essential to keep in touch with the latest thinking. However, Dr. Deshmukh said that Hindi could be a kind of *lingua franca* among the educated. English words could be used in teaching through regional language media.

In case of migration of teachers they could lecture in English but in case of student migration the student should learn the regional language.

Mr. H. V. PATASKAR

Stresses

Uniform Medium in Varsities

The Madhya Pradesh Governor, Mr. H. V. Pataskar, said that the replacement of English as the medium of instruction at the stage of university education would have to be a carefully planned process.

Addressing the Eighth Convocation of the Jabalpur University, on Dec 30, Mr. Pataskar said that Hindi as the language of the largest number of people in the country could reasonably be expected to replace English. But before that could be done, Hindi had to be standardised and enriched.

The Governor referred to some other regional languages which had already become the media of instruction in some universities in some States and feared that "such a development would prevent uni-

formity in the media of instruction in the universities of the country."

He said: "It will lead to separatism in many ways. Administrative unity and integration of our country so essential for our progress will also receive a set-back."

Mr. M. C. CHAGLA

Clarifies

Education in Concurrent List

Mr. M. C. Chagla, Union Minister for Education, told Pressmen at Hyderabad on Jan 16, the proposal to make education a concurrent subject was confined only to higher education and did not cover the whole educational field. Only Punjab had agreed to the proposal so far, he added.

He said the hands of the States were full with primary and secondary education and they were not in a position to finance higher education to the extent necessary. Teachers and educationists favoured education being made a concurrent subject. A constitutional amendment to this effect could follow only when a majority of States agreed to the proposal. None of the State Governments had yet given their opinion on the Sapru report on the subject circulated to them.

Dr. V. K. R. V. RAO

Says

Parents must respect Teachers

Inaugurating the second National Parent-Teacher Convention at Hyderabad on Jan. 16, Dr. V. K. R. V. Rao said the best way to enthuse the teacher was through admiration by parents and not "by being invited to Raj Bhavan or Rashtrapati Bhavan for tea."

Parents should realise that they formed an integral part of the educational machinery. If parent-teacher associations had not made the progress that they ought to have made, the blame had to be apportioned between "educational administration, teachers, the educational system and parents," said Dr. Rao.

The teacher should be made to feel he was being looked upon as "a useful human being."

Mr. JAGANNATHADAS GOVINDAS

Offers solution for

The Language Tangle

In an article contributed to *The Sunday Standard* of Jan. 17, 1965, Mr. Jagannathadas Govindas writes:- While a large majority in our country, especially in the north, want Hindi to be the *lingua franca*, a larger majority, especially in the south, want English to be retained as such. When thus dispassionately considered the solution of the problem becomes comparatively easy. In addition to Hindi let us have English also as an (alternative) link language. Let both Hindi and English be our "national," "common," "official," "Central Government" or "link" languages. Let every State of India have the right to choose one of these two languages as its link language. Let all Central Government work and proceedings in Parliament be conducted in these two languages, with facilities of simultaneous translation of speeches in the latter.

The suggestion I am making is not without precedent. Canada has two recognised common languages (English and French) and Switzerland has three (French, German and Italian). There is no reason why a large country like India should not solve this problem by having both Hindi and English as link languages of equal status.

To those who may say that English is a "foreign" language, my reply is that it has become ours by the processes of history. Our proficiency in the English language is the one good that has come out of the evil of British hegemony. It is the English language that instilled self-respect in those who wrought for our freedom beginning with Dadabai Naoroji right down to Gandhiji, C. Rajagopalachari and Jawaharlal Nehru. The English language has been an unifying factor in our country. It is the most precious heritage of the British connection. That the British have quit India is no reason for our dethroning English from the status of a common language. If we do that we would be throwing away the baby with the bath-water!



From School to Work, From one Routine to Another

In June 1963, the Unesco Youth Institute at Gauting, near Munich, organized a meeting on "The Social Impact of Work Life on Young People." This meeting, which was part of a larger project on the "Social Impact of Technological Change on Youth," brought together 13 experts from seven countries—Australia, Austria, Federal Germany, Czechoslovakia, France, the United Kingdom and Switzerland—who contributed their experience from different branches of the social sciences, from vocational guidance, the trade unions, industry, youth organizations and the International Labour Office.

The article below is based on the reports and conclusions of the Gauting meeting, with particular reference to a study of 100 boys and 100 girls who left school in Sheffield, England, in 1959. The Sheffield study was carried out by Mr. Michael P. Carter of the Department of Social Anthropology, University of Edinburgh.

Each year, millions of adolescents leave school to become the rank and file workers of industry in Western Europe. What problems do these young people face in making the transition? What role has the school played in preparing them for the change?

About one third of the youths—in England at any rate—take apprenticeships and eventually become skilled workers. Others enter dead-end jobs with no prospects and little interest. Occupations cover a wide range from engineering, van boy and coal mining to clothing manufacture, clerical work and building. Girls—who now account for approximately one third of the total labour force—also take up careers such as secretarial work or hair-dressing, or they may enter dull routine jobs. Most of them are employed in one of three occupations—clerk, shop assistant or factory-worker.

The first job experience is of crucial importance—as important as the first love—for it conditions the adolescent's whole future working life in the case of a boy, and the girl's life at any rate up to marriage.

First days

Most of the young people in the Sheffield study took only a few days or a

week or two to settle down at work. The majority, however, had to face up to *some* problem. They were nervous and excited during their first days at work. They worried needlessly about small things, such as whether they would report at the wrong entrance of the factory, and many worried whether they would be able to do the work properly.

Their main concern, however, was about meeting strangers, especially older people and those of the opposite sex. But underlying the nervousness and excitement there was in most cases confidence. The children approached the situation with assurance, and with the intention of overcoming such problems as there were.

Many young people have only a vague idea of what to expect in their jobs. One aspect which impresses them is the free atmosphere at work. People can do as they want—walk about, chatter and smoke—so long as they get the work done. Unofficial privileges and tolerance about the time for clocking in and length of tea-breaks are a surprise for adolescents who expect the world of work to be tough. For many, however, the first days at work are days of disillusionment: boys expecting to do a man's job are given a message to run or told

to sweep a yard out. Girls expecting glamour are soon put in their places.

Attitudes Towards the Job

Although about one third of the young people in the Sheffield study were enthusiastic about their jobs and had an earnest desire to do well, for the remainder work itself was not the main source of satisfaction. What was important for them was the status which being a worker, as compared with a school child, conferred. The idea that work might be positively enjoyable had never entered their heads. Newspapers, TV, parents and neighbours never spoke of work as a source of satisfaction. On the contrary, if work was mentioned it was usually because of a conflict between management and labour. The aims of the trade unions were surely higher wages and shorter hours. Who ever heard of a union leader talking about enjoying work? It was something to be put up with.

These attitudes were reinforced by the attitudes of other employees and by management. Fellow employees, especially if paid on a piece rate or bonus system, had little esteem for a quality job. Young people soon realized that work was not a matter for pride, that employers did not want high standards, but rather passable standards, that they wanted compliance, not initiative.

Here, an important distinction must be made between the "skilled" and the "unskilled" or "semi-skilled" worker. Studies in France, Germany and the United Kingdom all showed that, in most cases, the skilled worker takes a real interest in his job. He has a trade which he follows no matter which firm he works for and this gives him a sense of achievement and security. "What I have learned nobody can take away from me," is a phrase frequently heard.

The semi or unskilled youth, on the other hand, has no sense of achievement. He often suffers from a sense of failure, both on the professional and social level. Studies in France and other countries have shown that once the unskilled youth

has embarked on his career he is much less concerned than the skilled worker to improve his knowledge and education.

Attitudes Towards Other Workers

But whether the young people are skilled or unskilled, the quality of their relationships with other people at work is a matter of great importance. Dealing with people of different backgrounds, experiences, ages, and perhaps of the opposite sex, in a context within which a *modus vivendi* has to be established, is for many children an entirely new situation, one to which they have not been exposed at school. Girls, especially, are concerned to "have nice people to work with."

Many adolescents prefer to work with people of the same age, but often they do not have the opportunity to do so. A gap of just a few years seems a major one. Friction with older workers is much more noticeable with girls than with boys. Between the young girl and the middle-aged woman there is plenty of scope for jealousy and interference, especially with regard to such matters as dress, which assumes considerable importance for the young girl starting to work. The nature of their jobs makes it easier for boys to ignore men whom they dislike, whereas girls' jobs often involve them being closeted with older women in shop, office or factory.

The Transition From School to Industry

Clearly everything is not easy in the world of work. But most studies showed that young people get over the transition from school to work surprisingly easily and adapt themselves relatively quickly to industry. Only a handful of young people in the Sheffield inquiry had problems after one year's work experience. The general assumption which alleges a difficult gap between school and the job, suggests that the school is child-orientated and work adult-orientated. From the comments of many children in Sheffield, however, it is quite clear that child orientation in practice often means emphasizing the low status of boys and girls. Furthermore, schools continue to be child-orientated when

they are dealing with youths. Child orientation means "being bossed about," "treated like kids." Respondents in the study were not prepared to put up with being treated like children. And so, far from being ill at ease on this score when they started work, they were relieved that they were at last treated as grown-ups, for they had felt grown-up for a long time.

In many homes, furthermore, children are expected to stand on their own feet. From a very early age—they learn to look after themselves. This makes the tendency of teachers to treat them as kids all the more displeasing to them, and the assumption at work of selfreliance all the more acceptable.

Moreover, to many children the values of school have always appeared to be at odds with life as it is actually lived, whereas the values of work fit in with those at home and in the neighbourhood. Effort, enthusiasm, and beauty are stressed at school, but ignored at work where materialism prevails. While there is a lot of talk at school about purpose in life, school itself appears to some children futile; even if work does not have any great attraction, at least you get paid for it.

Keeping Pace With The Needs of Industry

Most studies stressed that, at the present time, the school does not keep pace with requirements of industry. The young person's choice of a vocation has, in many cases, little to do with the real situation of technical development. Recent inquiries in Federal Germany reveal that 18% of the young people are urged to their choice of a career by vocational guidance, and 5-6% by the school. Most of them have no concrete ideas of the opportunities available.

The concensus of opinion is that if the school is to do justice to the requirements, school education must be changed and adolescents must be provided with vocational training at the school level. Today, more and more young people are going to school for a longer period, but in many cases they are not being trained

for the kind of work which actually awaits them in industry.

Generally speaking, the English study showed that neither school nor work meant a great deal to a number of young people, and that work was no more of a challenge than school had been. The "gap" amounted to no more than a moderate change in routine and most of the changes were welcome—improved status, more independence, better treatment at home, more spending money. Besides these, the transitory problems of shyness and nervousness at starting work counted but little.

— UNESCO FEATURES

Here & There

TAMIL-RUSSIAN DICTIONARY

The Soviet Union has brought out Tamil-Russian dictionary and a Russian-Tamil dictionary will be published shortly.

A new Russian translation of the Mahabharata is being prepared in Leningrad.

HINDI TEXTS OF CENTRAL ACTS :

Authoritative Hindi texts of three important Central Acts are published on January 26, the day Hindi became the official language of the Union.

These Acts are ; Indian Penal Code, Indian Evidence Act and Transfer of Property Act.

PRIME MINISTER ALLAYS FEARS :

The Prime Minister, Mr. Lal Bahadur Shastri, sought to allay the fears of non-Hindi speaking people about the effect of switch-over to Hindi as official language from January 26 by saying that Government had no idea of "precipitating the matter" and had no desire of putting any kind of handicap or impediment in the way of those whose mother-tongue was not Hindi.

REVIEWS

S. I. T. U. PUBLICATIONS

Madras-28

1. *CONDITIONS REQUIRED FOR QUALITY TEACHING* : A pilot study by N. Vedamani Manuel. Price : Rs 1-50. Pages : 54.

This is the tenth bulletin published by the S. I. T. U. and is a pilot study conducted by Sri N. Vedamani Manuel, who as Research Officer began the project in September 1963 and produced his report in March 1964. In the Fourth Five Year Plan, in our Country, the biggest experiment in democracy is to be conducted, when there will be the need for great expansion in education. The problem that our educators will have to face then will be to find out ways and means of securing quality education without any prejudice to educational expansion at the elementary, secondary, university and technological stages. The S. I. T. U. deserves all appreciation for having apprehended the importance of the problem confronting the planners and for also having ventured to conduct a pilot project now.

This pilot project aims at a study of the conditions for quality teaching and tries to survey the extent to which those conditions prevail in sample taken up. It also tries to locate the areas in which improvement is urgently needed and to focus the attention on schools which make effective use of the available resources.

The findings of the report were based on a questionnaire answered by 35 headmasters and by 25 schools in Madras and Chingleput districts. Different aspects of quality education were also studied by slip questionnaires of preference, given to 50 parents, 65 teachers and 100 pupils.

Apart from the various observations made in the pilot study, the following

suggestions for further research in this direction deserve the study of one and all:—

1. It is felt that certain aspects like the extent to which activity methods are followed, the impact of extra-curricular activities on other aspects of school life will need to be studied through intensive observation and interviews.

2. The most abstract concepts like the tone of a school and personality of the teachers and the headmaster will have to be defined precisely and tools devised to measure them.

3. A full study of the concept of quality education can be undertaken with the use of an attitude scale and preference schedules.

4. A separate study of facilities required in schools can be undertaken so that priorities can be established for overcoming the shortages.

This small Bulletin provides useful and important matter for those who are interested in quality education.

2. *LIBRARY AS AN EFFECTIVE INSTRUMENT OF LEARNING IN SECONDARY SCHOOLS* : Price Re. 1 Pages : 56.

This eleventh bulletin published by the Council of Educational Research is about an experimental project of Library-Centred Teaching conducted in four selected schools during the academic year 1963-64. The teachers who conducted this project were given necessary training and they underwent reorientation course also. In April 1964 a four day seminar was conducted so as to enable the teachers who conducted the experiment to compare notes and also recommend the same to a larger number of schools in the State. The seminar was on "The School Library as an Effective Instrument in Learning."

3 **FORECASTING WEATHER:** By L. S. Mahalingam. Price: Rs. 1-50. Pages: 72.

The S. I. T. U. is doing a great service to Science by bringing out a series of books on Science which contain the published articles in the fortnightly journal, JUNIOR SCIENTIST, of the Association for the Promotion of Science Education in India.

The first of the Science Series is the **FORECASTING WEATHER.** The Author, Sri L. S. Mahalingam, Retired Assistant Meteorologist, divides his book into three chapters. Weather Forecast, Weather Elements, and Winds in the Upper Atmosphere. The book is well illustrated and the information provided in the book is, though preliminary, very useful to young students of Science and to inquisitive common reader.

MAN, REALITY AND VAULES: Published by Asia Publishing House, Bombay. Price: Rs. 8-50. Pages: 89.

This book, which is the seventh under the General Education Reading Material published by the Aligarh Muslim University, is 'an interesting exposition of the Story of Man. The story that began about thirty or forty thousand years ago is not yet complete, and will not be complete so soon. Yet it is one of the most gripping stories not only ever told but ever lived also. The emergence of man on this planet and the vicissitudes of his struggle against nature is only the beginning of his story. The efforts that Man has made to understand and control nature and to channel her potential and dynamic forces in such a manner as to be of advantage to him is Man's personality in the making. The secret to a really successful life consists in the ability to adjust and to adapt to change, because change is inevitable in life. Therefore, Man has to develop a philosophy of life, a philosophy which will help him develop his individuality through proper planning and activity.

The third Chapter in the book deals with Man, the Creature and the Creator

and it is about Man's culture. It is a very fine interpretation of human life on this planet. The seventh and eighth chapters deal with the Human Personality, one referring to the description and measurement and the other to growth and adjustment. They set every modern man athinking.

We are glad to say that this book is a success.

THE VISION OF EDUCATION: By Prem Nath. Published by University Publishers, Jullundur. Price: Rs. 7-50. Pages: 101.

This book is a collection of educational articles written by Dr. Prem Nath, when he was teaching at the Govt. Training College, Jullundur. They were written from time to time and contributed to outstanding journals like EDUCATION QUARTERLY, of the Ministry of Education, Govt. of India, the TRIBUNE of Ambala Cantt. and NEW ERA IN HOME AND SCHOOL, London. Each article speaks for itself and at the same time reflects the vision of modern education. But for a few mistakes in proof reading, the book is worth its price and Dr. Prem Nath deserves every encouragement.

—V. V. Tonpe.

Approved by all the D. P. I. s

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Inspection and Administration

(Continued from page 274)

Besides being a professional leader, the supervisor will have to realise that it is his primary duty to create proper atmosphere in his beat for the professional growth. He will have to do all that is possible for him to do to create a sense of professional consciousness among primary school teachers; he will have to create confidence and courage in teachers to try their own methods to teaching and to express boldly what they feel right. This he can do by his sympathetic attitude, advice and appreciation. He should encourage free thinking on the part of teachers and should be able to initiate and guide class-room experimentation, by his expert knowledge and skill.

Another important responsibility that has devolved on the modern supervisor is that of creating opportunities for teachers to grow professionally efficient. For this purpose he will have to organise a number of courses, programmes, seminars and work-shops. These occasions will give teachers opportunities to compare their notes with others and to learn new skills and techniques of teaching.

Lastly the supervisor is a liaison officer between the school and the community. He should serve as a mediator between the village leaders and teachers and vice versa. He will in fact be a catalytic agent to bring about a new vision and a new school-community relationship.

Falling Standards and Administration:

With this back-ground of the duties and functions of a school inspector, let us now examine the situation in our own country. It is admitted on all hands that the quality of instruction in our primary schools has deteriorated to a great extent. A peep into a primary school, an educational office or a casual test of a school pupil will not

fail to give evidence of the extent of deterioration in our educational administration. A school with five teachers will have pupils hardly sufficient for three teachers. In a school when five teachers are expected to be on duty, you will find 2-3 teachers always on leave of some kind or the other. A pupil of III Std. is hardly able to read and write correctly. He cannot do simple multiplication and division. Such examples may be added 'add infinitum'. What is necessary for us to realise now is the extent of deterioration that has been caused to our educational system. The question that naturally arises in this connection is who is responsible for this? There cannot be one straight answer for this, because it is a complex situation and one single cause or factor cannot be isolated and held responsible for this. Moreover to institute an enquiry into this question so as to fix responsibility also will not help us in any way. It should be realised that each one of us—parents, pupils, teachers, inspectors and administrators is responsible in one way or the other.

It has been felt that by streamlining our administration, orienting our inspecting staff, we can hope not only to check further deterioration but also to bring about positive improvement in our class-room instruction. It must be said in this connection that there are two prerequisites. Firstly we should recognise that the teacher is more important than the inspecting officer. Secondly we should also recognise that his views, ideas and opinions are more important than ours and as such they should be given due consideration. It was with this idea that an attempt was made recently to study the opinions of primary school teachers regarding inspection and administration.

[The findings of this study will appear in the next Number.]

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